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ABSTRACT

In 1994, Smokey Bear turns 50! For a half century, Smokey has been helping children and adults protect forests and wildlands from careless fire. With this kit students can celebrate Smokey's message using a variety of activities that include dramatic play, stories, games, and things to make and do. Through these activities, students learn about Smokey Bear, about forests as habitats, and about what they can do to protect the forests. The kit encourages children to recognize Smokey Bear as a symbol of forest fire prevention and to take pride in their own responsible behavior toward fire. The lessons and activities in the guide were designed for the classroom teacher of kindergarten and first, second, and third grades. The kit provides 11 lessons that include both individual and whole group activities. The booklet provides teachers with background facts about Smokey Bear, fire, and forest habitats. Ten other activities comprise the main body of the document. Each activity is described, and objectives, grade level, group size, and materials are specified. A reading list, additional classroom resources, a colorful poster, and a puzzle are included. (LL)

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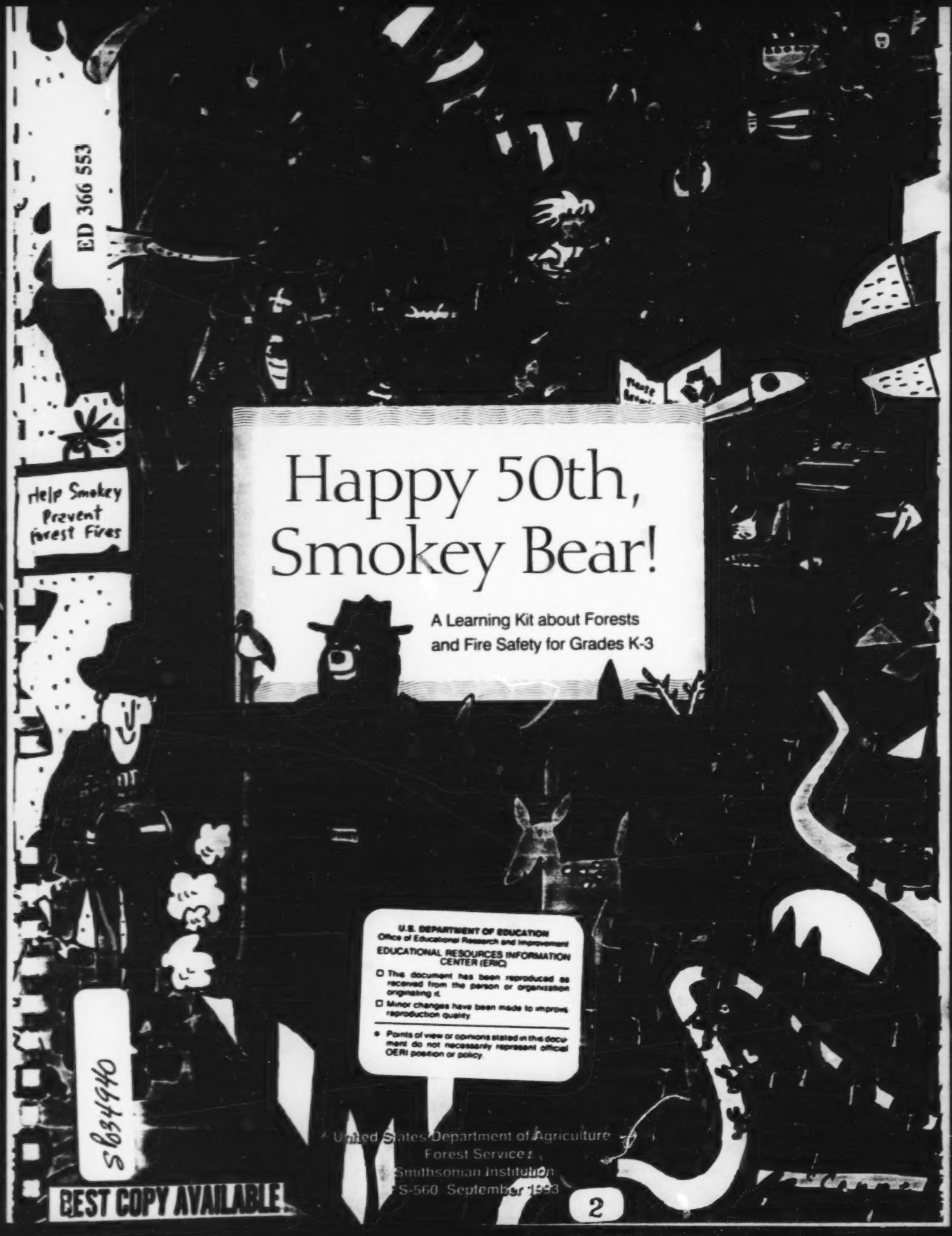

Happy 50th, Smokey Bear!

A Learning Kit about Forests and Fire Safety for Grades K-3

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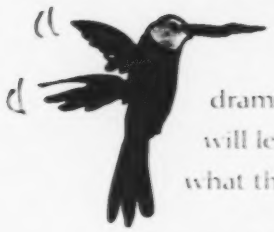
United States Department of Agriculture
Forest Service
Smithsonian Institution
FS-560 September 1993

In 1994, Smokey Bear turns 50! For a half century, Smokey has been helping children and adults protect forests and wildlands from careless fire. With this kit, your students can celebrate Smokey's message using a variety of engaging activities that include a dramatic play, stories, and games. Through these activities, students will learn about Smokey Bear, about forests as habitats, and about what they can do to protect our forests.



Goals of Smokey Bear's Learning Kit — Grades K-3

This kit encourages children to

- recognize Smokey Bear as a symbol of forest fire prevention
- understand the importance of forest habitats and the importance of preventing careless fires in those habitats
- take pride in their own responsible behavior toward fire

This publication has been developed by the USDA Forest Service and the Smithsonian Institution's Office of Elementary and Secondary Education.
Issued September 1993.

Writer: Meryl Hall
Illustrations: Mike McConnell
Design: Porter/Novelli

OFFICE OF ELEMENTARY & SECONDARY EDUCATION

3

non - fire ants

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Teacher Background

The lessons and activities in this kit were designed for the classroom teacher of kindergarten and the first, second, and third grades. Teaching the kit does not require expertise in environmental science or fire safety.

The kit provides a variety of lessons that include both individual and whole group activities. There is a game to play, stories to act out, and things to make and do. Except for common materials like blank paper, crayons, and glue, everything necessary to do the activities is provided. In addition to the lessons, the kit includes a colorful poster that may be combined with the children's work to make a classroom display or bulletin board as well as a puzzle to be used in an activity center or free play area.

To the right are some facts about Smokey Bear, fire, and forest habitats that you may find useful as you use this kit. A reading list and list of additional classroom resources are provided at the end of this guide.

Smokey Bear's Message

Smokey Bear has been teaching people about preventing unwanted forest fires for 50 years. The first Smokey Bear symbol was introduced in a poster created by the United States Department of Agriculture (USDA) Forest Service's Cooperative Forest Fire Prevention Program in 1944. He was a poster bear drawn wearing jeans and a campaign hat. To this day, Smokey and his famous slogan, "Remember, only YOU can prevent forest fires," are recognized around the world.

In 1950, a forest fire burned through the Lincoln National Forest in New Mexico. After the flames were out, firefighters found a badly burned bear cub clinging to a blackened tree. They rescued the cub and took him to a ranger station where his burns were treated and he was nursed back to health. The cub was named Smokey and became the living symbol of forest fire prevention. Smokey was then taken to the Smithsonian Institution's National Zoo in Washington D.C., where millions of people have visited him over the years.

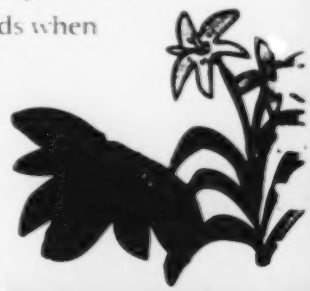
Today there is no longer a living Smokey, but the Smokey Bear symbol continues to teach people to be careful with fire and to prevent carelessly caused fire from destroying our forests. Forests are important as sources of wood products, as places of recreation, and as natural habitats.

What Is Fire?

Fire starts when a fuel, such as wood, leaves, paper, or gasoline, reaches its "ignition temperature" and combines with oxygen in the air. Many things can cause a fuel to reach its ignition temperature — including matches. Once a fire has started, the burning reaction occurs quickly, giving off its own heat.

Fire in the Forest

Forest fires can result from both natural causes and human carelessness. Although some forest communities are adapted to periodic fire and can actually benefit from carefully controlled burning (some pine cones, for example, are stimulated to open and drop their seeds when exposed to a fire's heat), fire can be very destructive.



For example, once trees are burned away, soil can erode and choke nearby streams and the fish and other animals that live in them. Valuable timber, recreation areas, scenic landscapes, and other forest benefits lost in a fire may never be restored.

The Forest as Habitat

Like other kinds of natural areas such as prairies, ponds, beaches, and deserts, forests are *habitats* for many kinds of wild animals. An animal's habitat is its home — the place where the animal finds the food, water, and shelter it needs to survive.

Different forest habitats have different types of trees and other plants that affect the types of animals that live there. For example, grouse, red squirrels, bobcats, and snowshoe hares live in northern coniferous forests, which are filled with spruce and fir trees. An eastern hardwood forest has oak, maple, and beech trees. Here whitetail deer, turkeys, and grey squirrels make their homes. Western mountain forests of lodgepole and ponderosa pine are home to elk, mule deer, and black and grizzly bears. The trees and other plants in these forests provide animals with places to nest, feed, hide, and raise their young.

Protecting Habitats

Habitats are just as important to people as they are to wildlife. For example, people depend on these natural communities for wood products and places to "get away from it all." And like all living beings, we depend on forests for crucial environmental services. Among other things, trees and other plants produce oxygen and help keep the Earth's atmosphere in balance by absorbing carbon dioxide.

People need to protect and wisely manage forests and every habitat so that everyone — animals *and* humans — can continue to enjoy the many benefits forests provide. The Forest Service and the Smithsonian Institution have produced this kit to help you, as an educator, present the message of forest protection and fire safety to your students.

activity one

1

Smokey Bear's Story

Objectives:

- Recognize Smokey Bear as a symbol of forest fire prevention.
- Name some of the living things that depend on forests.

Activity:

Place events in sequence to tell a story and make an "accordion book."

Grades:

K–3

Group:

Individual

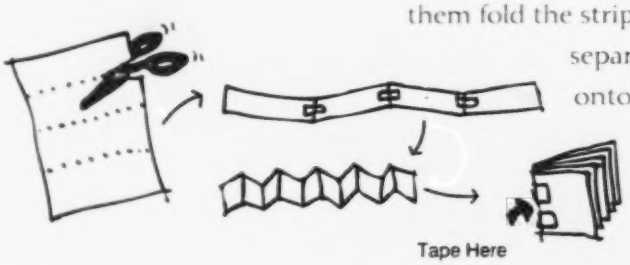
Materials:

- copy of page 5 for each child
- blank paper
- scissors
- tape
- paste
- crayons

Instructions:

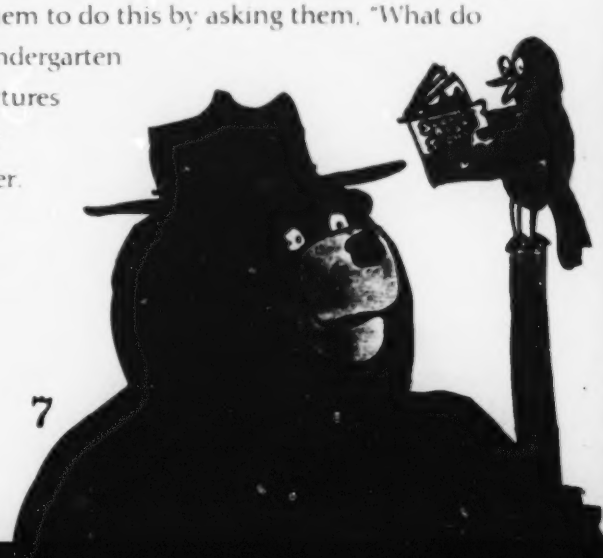
For each child, cut a blank 8 1/2" X 11" piece of paper into fourths, as shown below. Give each child the four strips of paper, a copy of page 5, and art supplies.

Have the children tape together the four strips of blank paper at the short ends. Next, have them color the 12 boxes on page 5, cut them out, and paste the boxes in order onto the long, taped strip of paper. Then have them fold the strip like an accordion, separating each picture onto its own "page." Finally, have them tape the folded book on the lefthand side, as shown.



First graders and older children can put the boxes in order before taping them onto the strips. Help them to do this by asking them, "What do you think happens next?" Kindergarten teachers may number the pictures (as shown below) to help the children put the story in order.

11	9	8
5	10	6
2	1	3
12	7	4



"Remember, only YOU can prevent forest fires."
SMOKEY
We can protect the forest from careless fire.
Be sure a grownup is watching the campfire.
SMOKEY
People use the forest, too.
Forests are home to trees, shrubs, and wildflowers.
"Be sure campfires are out cold before leaving the forest."
Forests are home to big animals. . .
"I'm Smokey Bear. When I was a cub, a fire burned the forest where I lived."
SMOKEY BEAR'S STORY
SMOKEY
"Now I teach children and grownups how to protect forests from careless fire."
SMOKEY
THE BACK
. . .and small animals.
Why should we protect forests?

activity

TWO

2

SMOKEY BEAR'S SAFE CAMPFIRE

Objectives:

- Describe the rules for building a safe campfire.
- Describe how grownups can safely extinguish fires.

Activity:

Discuss the rules for a safe campfire.

Grades:

K–3

Group:

Whole group

Materials:

optional: bucket

optional: sticks

Instructions:

Talk about the rules for a safe campfire. Children should know that *only* grownups may build and put out fires. A grownup should always keep watch over the fire, too. But children can know and encourage grownups to follow the rules for a safe campfire. And children can help grownups by clearing a circle of safety, gathering kindling, or carrying water.

To act out the rules for a safe campfire, have all the children sit in a circle on the floor. Make the circle 10 feet across, the diameter of the cleared circle of safety around any campfire. Then stand in the center of the circle. Using sticks as props, pretend you are about to build a fire. Ask the children what else you need to do to build a safe campfire. Encourage them to suggest safety rules as well, such as checking for a level site, clearing away leaves and twigs, and having water handy. Ask them, "What am I forgetting?" until they mention all the safety rules.

When it is time to put out the fire, remind the children that grownups must do this job, not children. Ask them to tell you how to put it out correctly. After pretending to pour water on the flames, say "I still see a little steam" or "Listen, it's still sizzling." It may take several dousings and stirrings to be sure a fire is "out cold"!

Smokey Bear's Safe Campfire Rules

Lots of people use outdoor fires for cookouts and camping. Everyone can help Smokey protect forests, parks, and other outdoor places by learning campfire safety. Here are some rules for a safe campfire:

1. Help a grownup pick an open, level spot for the campfire.
2. Help check for overhanging tree branches.
3. Help clear away dry leaves, twigs, and grass to make a 10-foot circle of safety around the campfire.
4. Have water handy before starting the fire!
5. Have a grownup start the fire.
6. Remind the grownup to add one stick at a time to control the size of the fire.
7. Remember that running and playing near the campfire is unsafe!
8. Be sure a grownup is always watching the fire.

When it's time to put out a campfire, be sure it's out!

1. Have a grownup sprinkle water over all parts of the fire and gently stir the remains of the fire.
2. Be sure the grownup sprinkles water and stirs again until all steaming and sizzling have stopped. Help by looking and listening!
3. Remind the grownup never to leave a fire until he or she is sure it is out cold!

activity three

3

CAREFUL CAMPFIRE CIRCLE GAME

Objective:

- Evaluate actions and behaviors with regard to campfire safety.

Activity:

Play a circle game using safe and unsafe campfire facts.

Grades:

2, 3

Group:

Whole group

Materials:

copy of page 9 for each child

potato (or other small object)

optional: plastic laminate

optional: magnetic tape

Instructions:

Here's a version of "hot potato" that will help your students review and remember safe and unsafe actions and behaviors around campfires.

Copy the lists below onto a blackboard or poster. *Mix up the safe and unsafe behaviors* and don't label which is which. Help the children decide as a group which things are safe and which are unsafe. Mark them with a plus (+) or minus (-), or with "smiley" or "frowny" faces. (To make a long-lasting version of the activity, make a copy of page 9, then cut out and laminate the cards. Apply magnetic tape to the card backs so that children can arrange the cards on a magnetic board.)

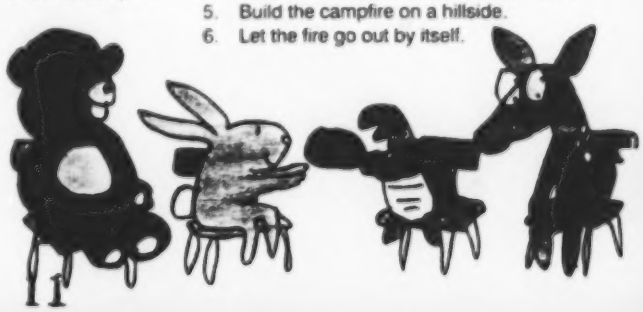
After identifying safe and unsafe behaviors, cut out the cards on page 9 and place them in a bag. Have the children sit in a circle and start passing the potato or other object to the right. Pull a card out of the bag and read it aloud. If the card describes a safe behavior, the person holding the potato should keep passing it to the right. If the card describes something unsafe, he or she should switch and pass the potato to the left. (The whole group can "coach" the child who has the potato.)

Safe:

1. Be sure a grownup watches the campfire.
2. Be sure the fire is out cold before leaving.
3. Only a grownup should put out the campfire.
4. Clear a 10-foot circle of safety around the campfire.
5. Have water handy at the campfire.
6. If you spot a wildfire, tell a grownup.
7. Have a grownup build the campfire on level ground.
8. Keep the campfire small.
9. Give matches to a grownup.

Unsafe:

1. Play near the campfire.
2. Leave the campfire before it's out cold.
3. Wear loose clothing near the campfire.
4. Build the campfire under low branches.
5. Build the campfire on a hillside.
6. Let the fire go out by itself.



Leave the campfire before it's out cold.

Give matches to a grownup.

If you spot a wildfire, tell a grownup.

Wear loose clothing near the campfire.

Have water handy at the campfire.

Be sure the fire is out cold before leaving.

Let the fire go out by itself.

Only a grownup should put out the campfire.

Build the campfire on a hillside.

Have a grownup build the campfire on level ground.

Play near the campfire.

Be sure a grownup watches the campfire.

Build the campfire under low branches.

Clear a 10-foot circle of safety around the campfire.

Keep the campfire small.

activity four

4

Careful Campfire/ Careless Campfire

Objective:

- Identify safe and unsafe actions and behaviors with regard to campfires.

Activity:

Point out or list examples of careful and careless campfires.

Grades:

K–3

Group:

Individual

Materials:

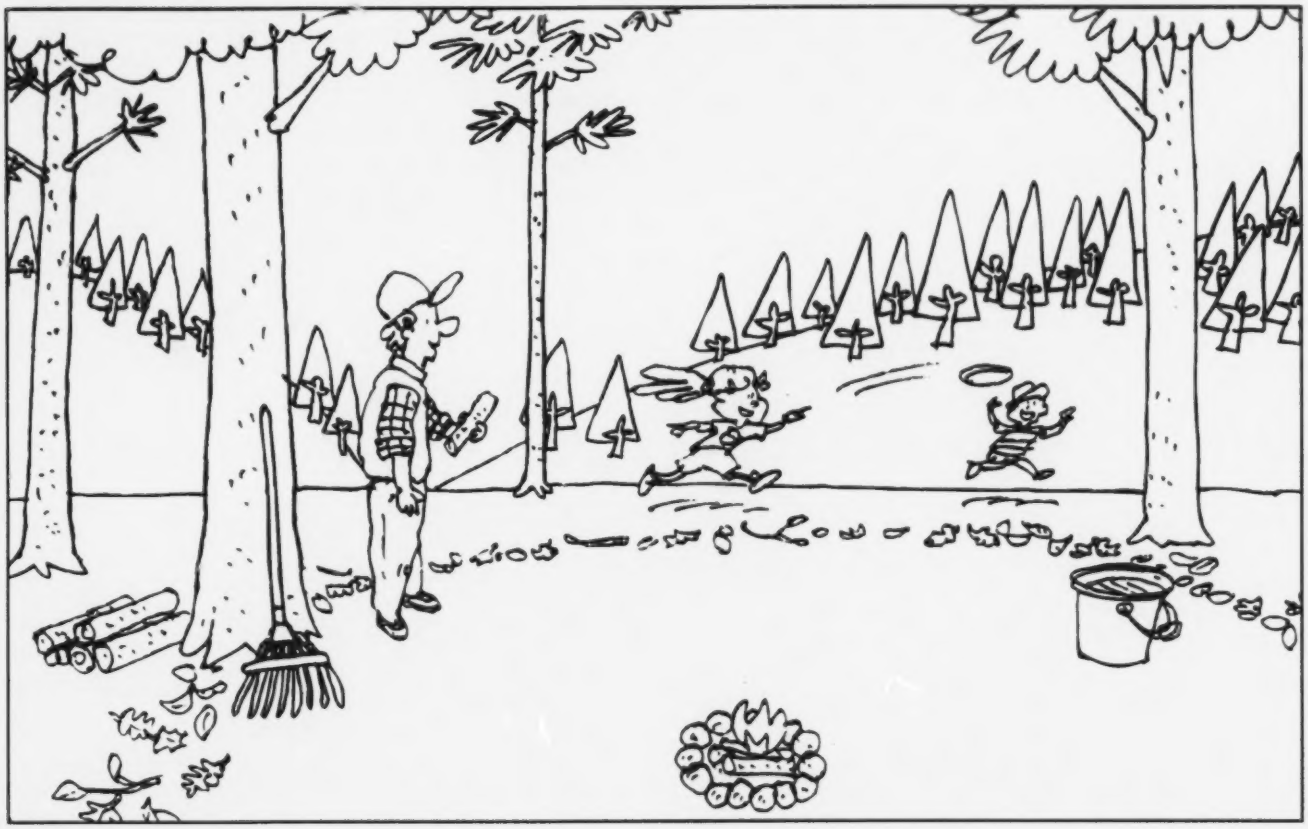
copy of page 11 for each child

crayons

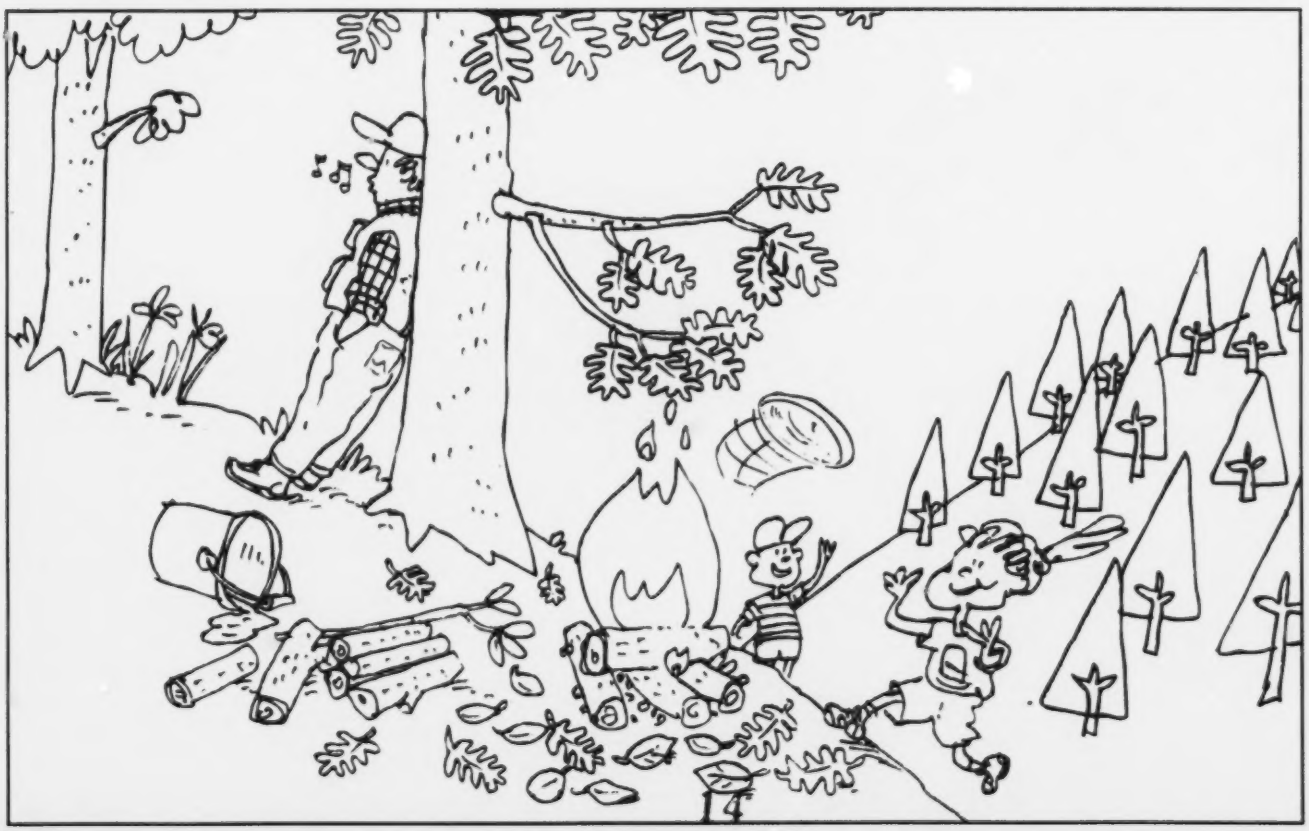
Instructions:

First talk with your students about "Smokey Bear's Safe Campfire Rules" (see Activity 2). Then pass out copies of page 11. Have younger children point to what's safe and what's not safe in the two pictures as you discuss fire safety. Have older children make a list of safe and unsafe elements first; then discuss their ideas. Afterwards, give students time to color their pictures.

A Careful Campfire



A Careless Campfire



activity

five

A Participatory Story

Objective:

- Name some of the forest animals that Smokey helps to protect.

Activity:

Act out a read-aloud story about the forest.

Grades:

K, 1

Group:

Whole group

Materials:

none required

Instructions:

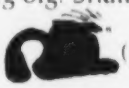
Read aloud the following story. When you read the underlined words, act out the animal actions and have your students act them out with you.

"Mr./Ms. (your name) 's Class Goes to the Forest"

It's a fine morning, and Mr./Ms._____'s ___ grade class is going for a walk in the forest. Everyone knows how to be very quiet (put finger to lips) so as not to scare the wild creatures living here. And everyone knows how to look (put hand on forehead), listen (cup hand to ear), and even smell (sniff) for clues that can help us spot some of the forest animals.

What a beautiful day. The sun is shining (put hands overhead in a "ball"), and a gentle breeze flutters the leaves of the tall trees (rustle pieces of paper). Where will we see our first animal? I see a squirrel scampering up a tree (walk fingers upward). The animals are all busy finding their breakfast. Listen (cup hand to ear), there's a woodpecker pecking for insects in a tree (knock sharply on desk or table). And down the hill three

turkeys are scratching in the leaves for tasty acorns (scratch fingers on lap).

Let's walk deeper into the forest (stamp feet). The trees keep the forest cool and shady. I see something big. Shall we go closer (nod head yes)? Slowly, slowly  (pat hands slowly on thighs). Oh my, it's a big black bear looking for beetles and grubs in an old stump. He doesn't peck at the wood like a woodpecker. He tears the stump apart with his claws (rip at air with hands)! Whew. Let's walk in the other direction.

I'll need everybody to help me roll over this rotting log so we can look underneath. OK, everybody, push (push at air with hands). Umph, there it goes. All the beetles are scurrying away (run fingers across table). And there's a little garter snake slithering through the leaves (slither arm). Let's roll the log back in place. Everybody pull (pull toward you). Good job!

Who smells something (sniff)? Yuck, it's a skunk. I think it's time to go home. Here we go (stamp feet or pat hands quickly on thighs)!

That was fun. Are forests a good place for animals to live (nod head yes)? Are forests worth protecting from fire (nod head yes)? Do you think we saw all the animals that live in the forest (shake head no)? We deserve a big round of applause for being such good forest visitors (everyone clap hands)!

The End

activity SIX

6

HOMES IN THE FOREST

Objectives:

- Describe some of the places within forests where animals live.
- Explain why it is important to protect forests.

Activity:

Find and mark animal homes in a picture of a forest.

Grades:

K–2

Group:

Individual

Materials:

copy of page 15 for each child

pencils

or crayons

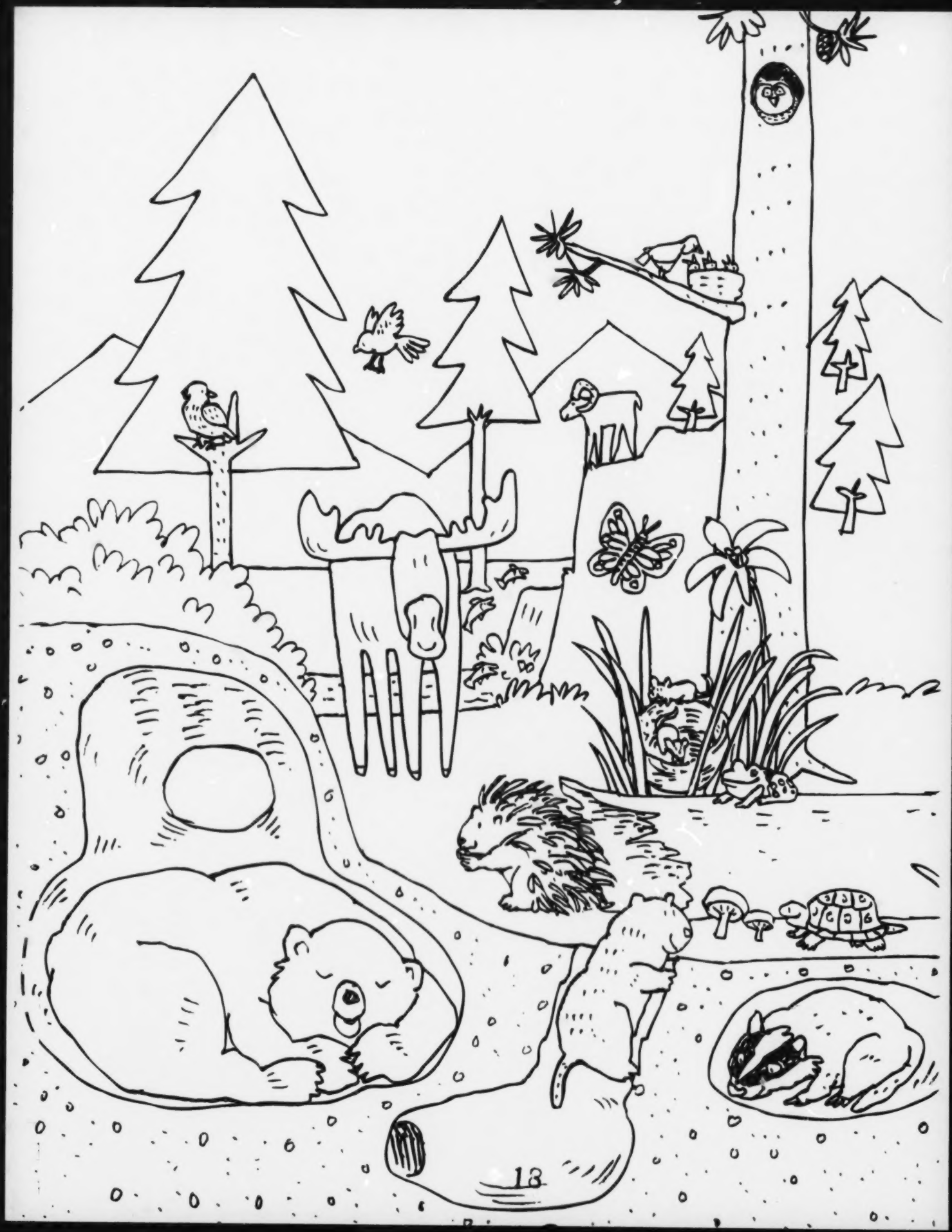
Introduction

Have the children share ideas about what they might see in a forest. Ask them where they think animals might make their homes in a forest (hollow tree, underground den, nest on branches, under a log). Explain that we need to protect forests so animals will have places to make homes.

Have the children find and mark an X on the animal homes on page 15.

Extension: Act It Out!

Turn your classroom into a forest by having your students pretend to be animals living in the different homes there. First have the children suggest places animals could live: under a desk, on a chair, under a table, on a table, in a closet, behind a shelf. Let the children curl up in a den in any spot they choose (and you think is safe!). Count how many different kinds of homes the children created in your room. Remind the children that the many kinds of animals in a forest also find many different types of shelter there.



activity seven 7

LAYERS-OF-THE-FOREST FLIPCHART

Objectives:

- Describe the layers of a forest.
- Name some of the plants and animals that live in each layer.

Activity:

Cut and paste a forest flipchart.

Grades:

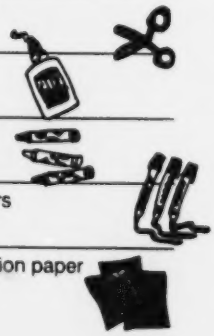
2, 3

Group:

Individual

Materials:

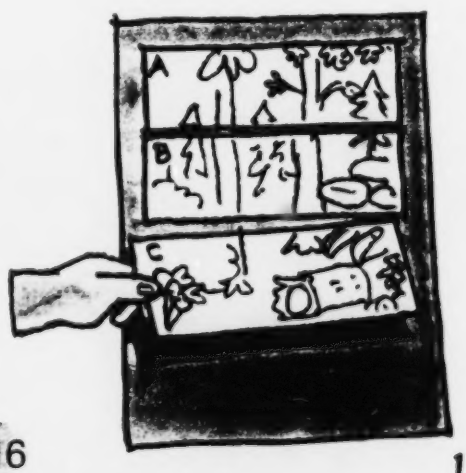
- copy of pages 18-21 for each child
- scissors
- glue
- crayons or markers
- construction paper

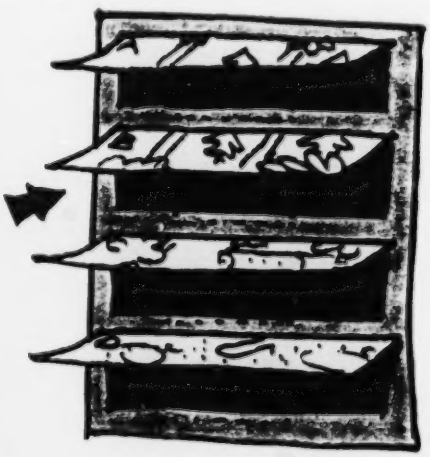


Instructions:

Here's how to make a flipchart:

1. Cut apart layers A, B, C, and D along the dashed lines (pages 18 and 19).
2. Create a frame for the flipchart by gluing together two or more pieces of construction paper (depending on the size of the paper) along the *long* edge.
3. Glue the *top* edge of A near the top of the frame. Line up B below A and glue it in place along the *top* edge.
4. Line up C and D and glue their *top* edges in place.
5. Cut apart sheets E, F, G, and H (page 20).
6. Glue or tape the following sheets under the following layers: E under A, F under B, G under C, and H under D.
7. Fill in the lines on sheets E through H with the names of the appropriate animals.
8. Cut out the animals on page 21 and glue them into the correct layers, then color your flipchart.





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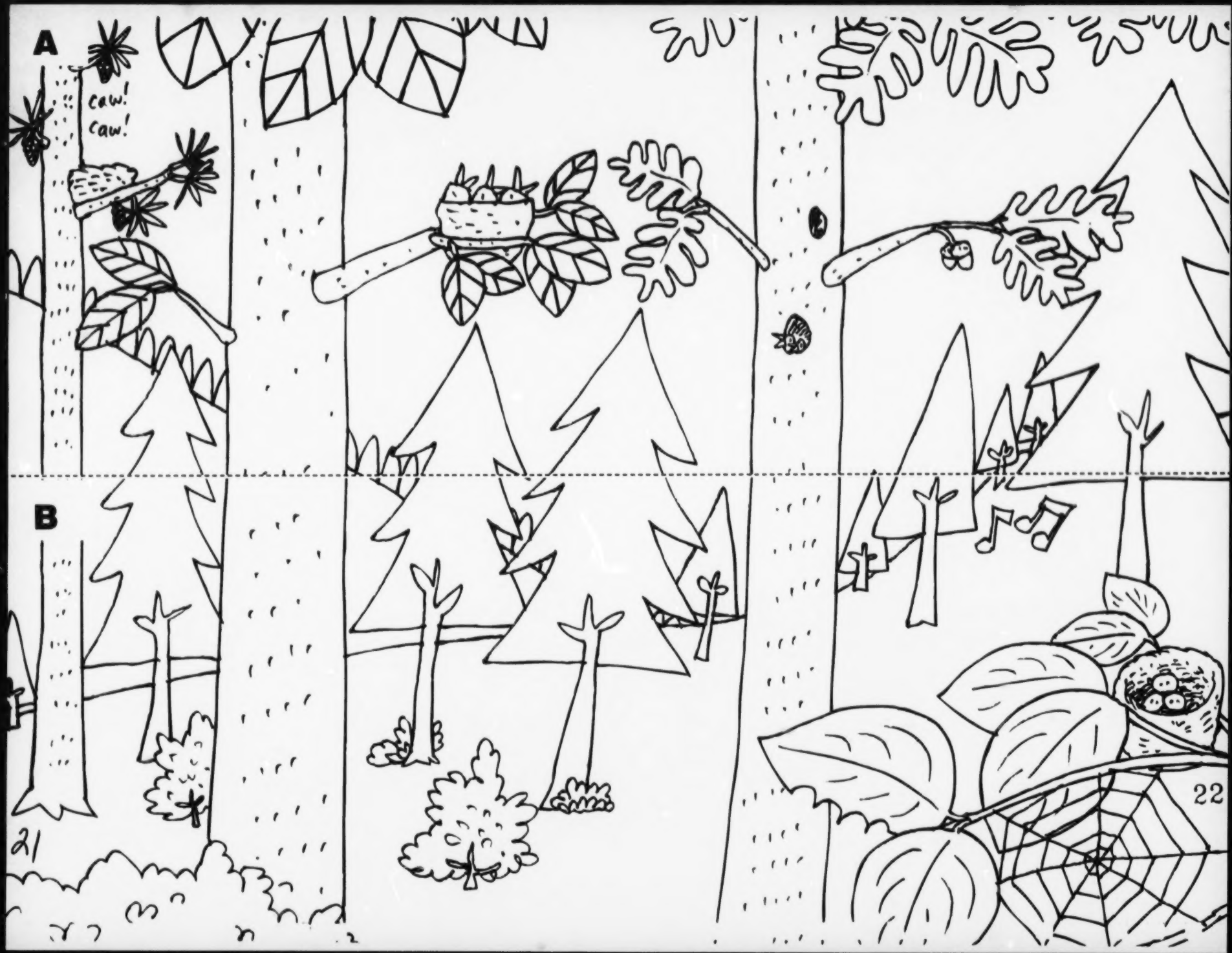
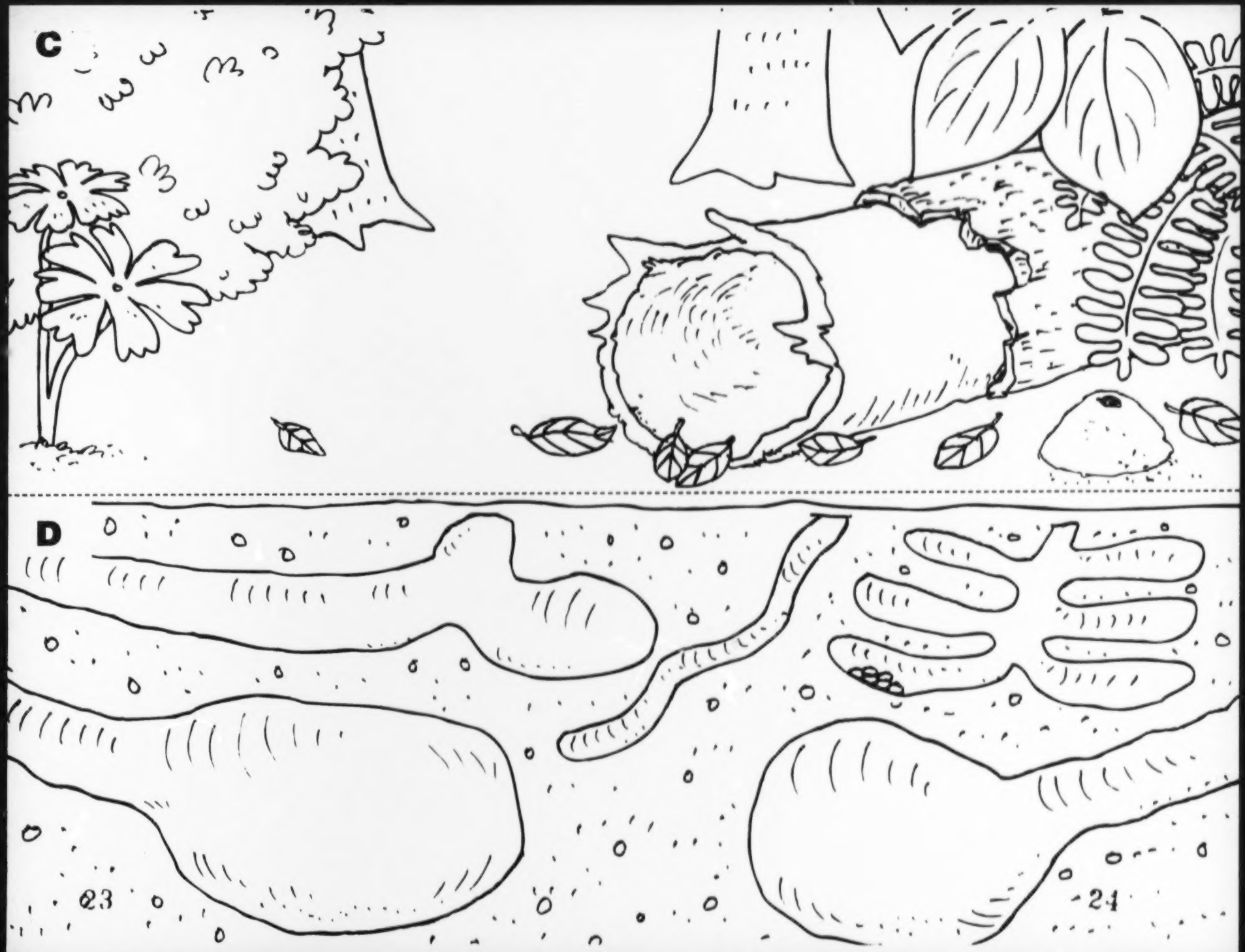

A
caw!
caw!
B
21
22


C
D
23
24

E

Whose Home Is in the Trees?

_____

_____

_____

F

Whose Home Is in the Shrubs?

_____

_____

_____

G

Whose Home Is on the Forest Floor?

_____

_____

_____

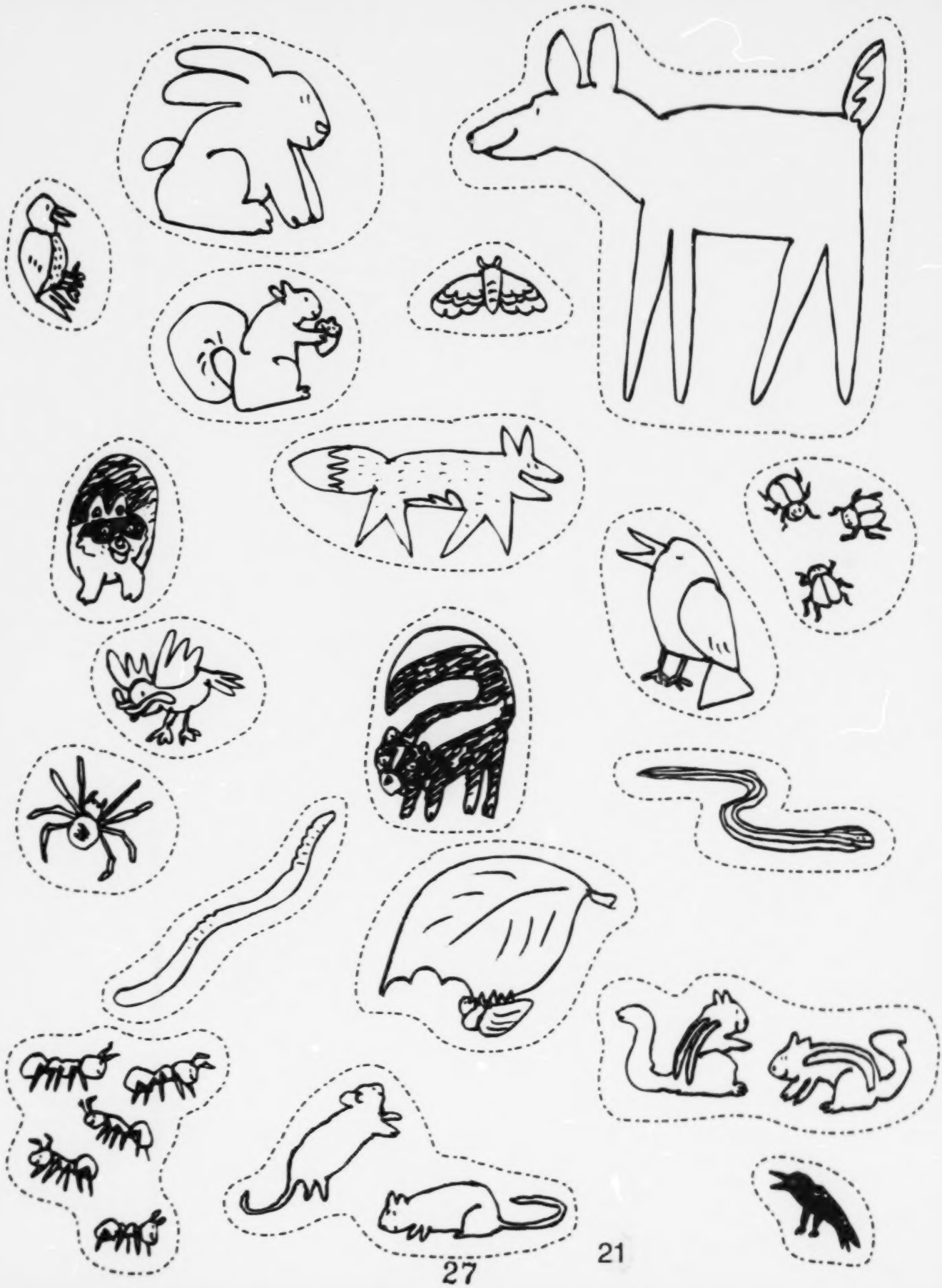
H

Whose Home Is in the Soil?

_____

_____

_____



activity

8

Forest Habitat Pantomime

Objectives:

- Describe the layers of the forest.
- Name some of the plants and animals that live in each layer.

Activity:

Act out some of the animals and plants that live in different forest layers.

Grades:

2, 3

Group:

Whole group

Materials:

A staircase in the school building or bleachers

or stage risers to use as a "layered" set

optional: camera

Instructions:

Have the children talk about what lives in a forest, including both plants and animals. Then develop a list, such as the one below, of plants and animals that live in different forest layers. (This is only a partial list. Find out what animals live in your area, and add species that are appropriate in each layer). By dividing the forest into layers it will be easier to remember the many plants and animals that live there. After you make up the list, choose a child to represent each animal or plant.

When everyone has a part to play, take the group to the bleachers, risers, or steps. As you call out the parts, from top to bottom, have the children go to the appropriate "forest layer" (or habitat) for their plant or animal. Then have the children act out or pantomime their forest "characters." Taking a photograph would be a good way to preserve and later recall the event!

Life in the Layers:

IN THE SOIL: ants, chipmunks, rabbits, insect larvae, moles, worms

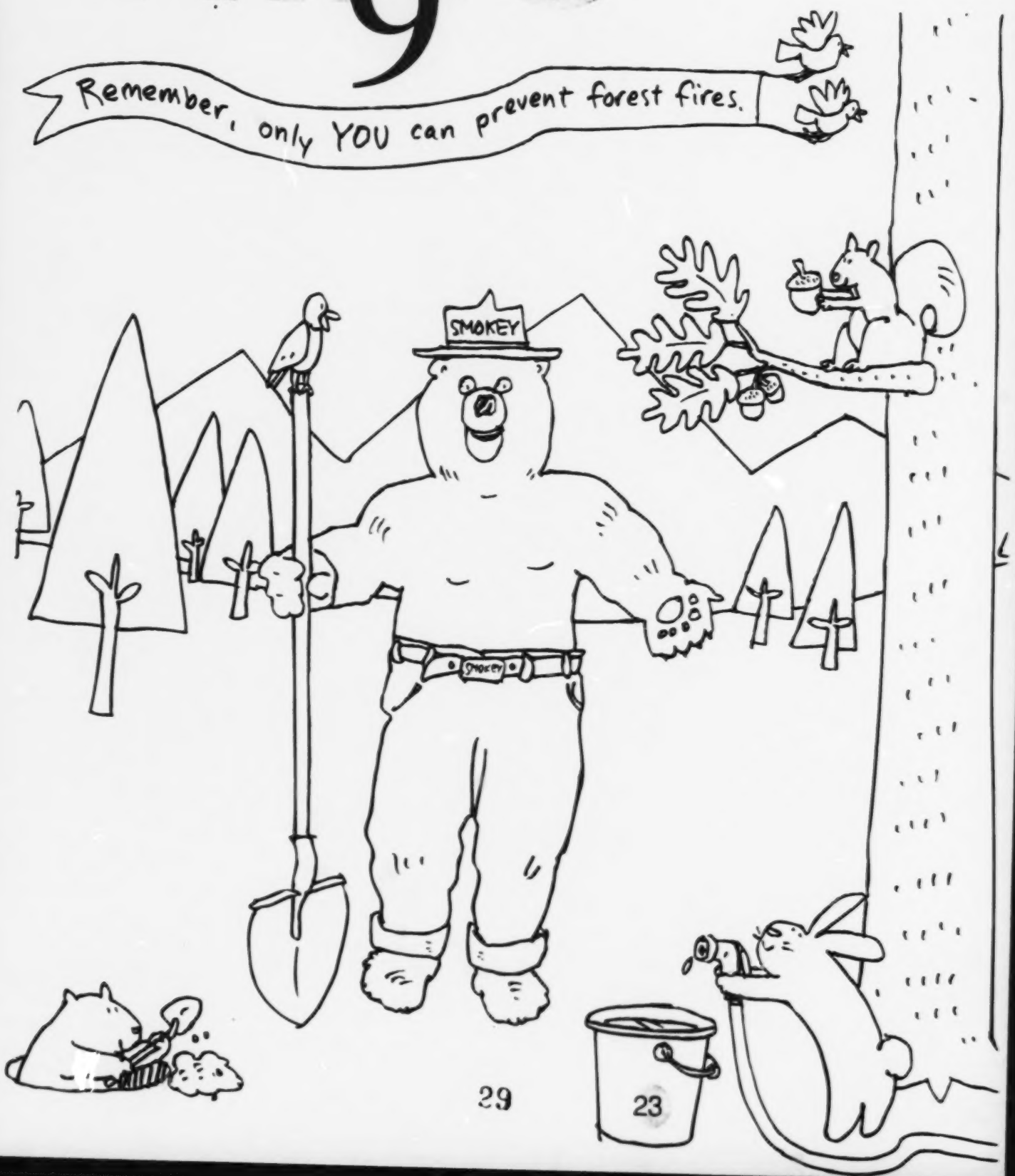
ON THE FOREST FLOOR: bears, beetles, deer, ferns, skunks, snails, snakes, spiders, turkeys, turtles, wildflowers

IN THE SHRUBS: insects, songbirds, spiders

IN THE TREES: bats, hawks, insects, owls, songbirds, squirrels

activity nine 9

Smokey Bear Coloring Page



activity ten

Dear Parents. . .

Objective:

- List three ways to prevent forest fires.
- Share forest fire prevention facts with an adult.

Activity:

Complete a letter to parents listing three things each child has learned from Smokey Bear.

Grades:

K–3

Group:

Whole group or individual

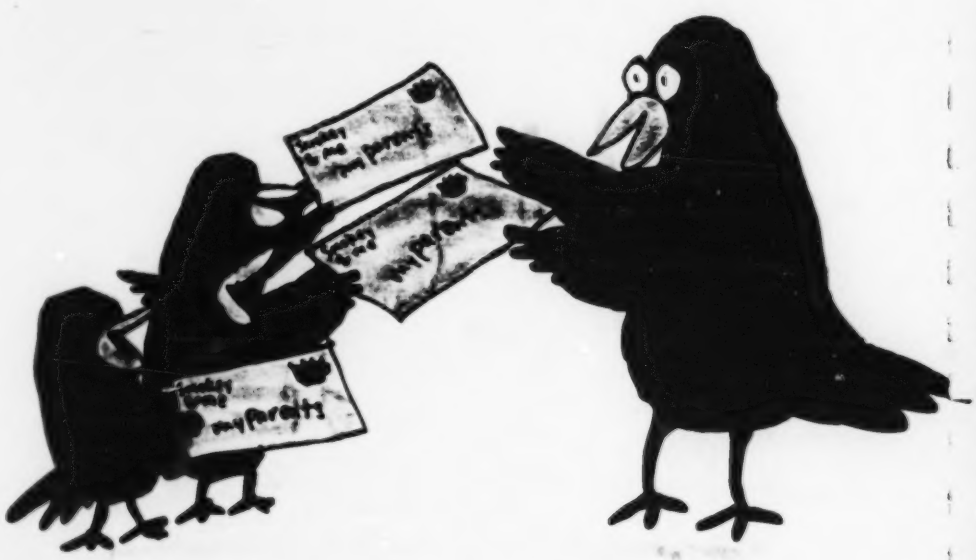
Materials:

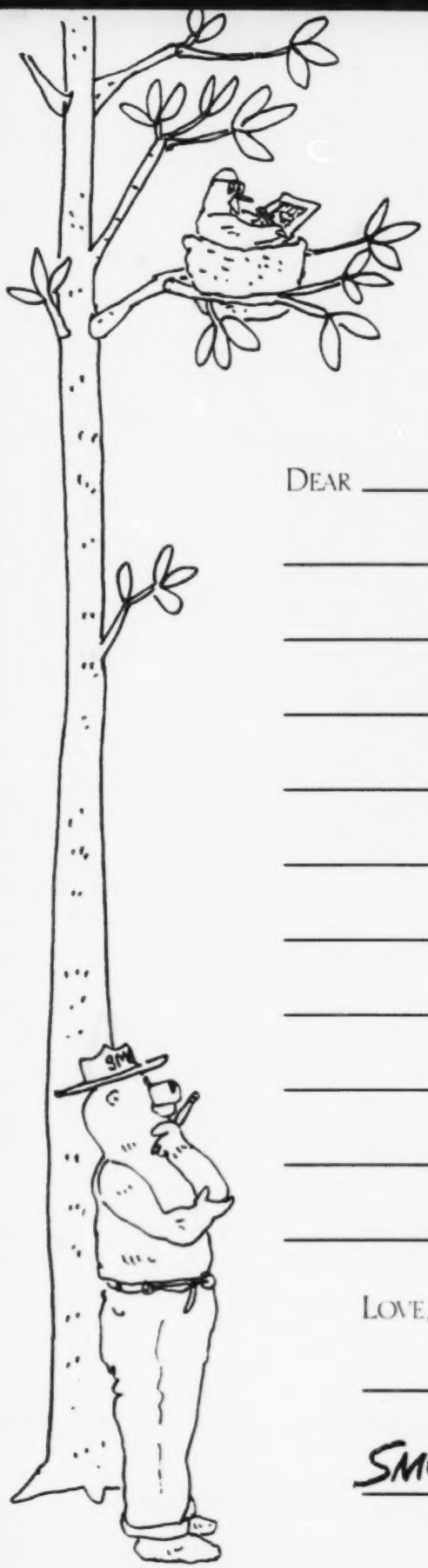
copy of page 25 for each child

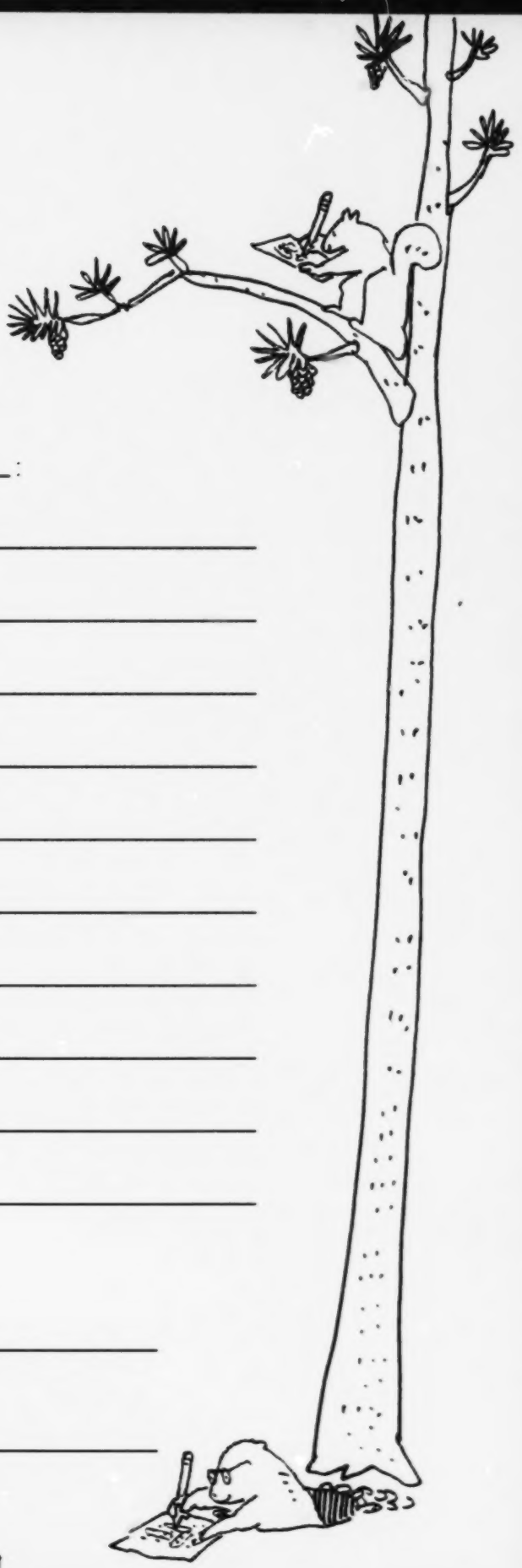
pencils

Instructions:

Have the children share aloud what they have learned about campfire safety and preventing forest fires. Then pass out copies of page 25. The children can share what they've learned with their parents by listing several things they know about forests and forest fire prevention. Have each child sign the letter above Smokey's signature and color the letter. For young children, have the group decide which three things are most important. Then fill out one letter and copy it for each child to sign, color, and take home.







DEAR _____:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LOVE,

_____

SMOKEY _____

activity eleven

A Birthday Card for Smokey

Objective:

- Describe some of the ways to protect forests from fire.

Activity:

Complete a birthday card for Smokey Bear.

Grades:

K–3

Group:

Individual

Materials:

copies of page for young children	27
copies of page for older children	28
crayons	
markers	
pencils	

Instructions:

Here's a way to sum up what your group has learned from this kit. Tell the children that Smokey Bear has been teaching children and grownups to be careful with fire for 50 years, and that your group will be making some birthday cards for Smokey.

Pass out copies of page 27 or page 28, depending on the age of your students. Have the students fold the cards along the dashed lines. Have young children draw a picture of something they would like to see or do in a forest and have older children draw a picture and write down one thing they have learned about protecting forests from fire. Have the children color the cards and send them to Smokey at the following address:

Smokey Bear
c/o Smithsonian Institution
Office of Elementary and Secondary Education
Arts and Industries Building, Room 1163
MRC 402
Washington, D.C. 20560

Where you put Them Out

Dear Smokey,

Here is Something I would like to do or see in a forest.

From _____

Where you put Them Out
Cards

Dear Smokey,
I can help protect
forests by _____
_____
_____
_____
_____
_____
_____
_____
From _____

The Story of Smokey Bear

The War Years

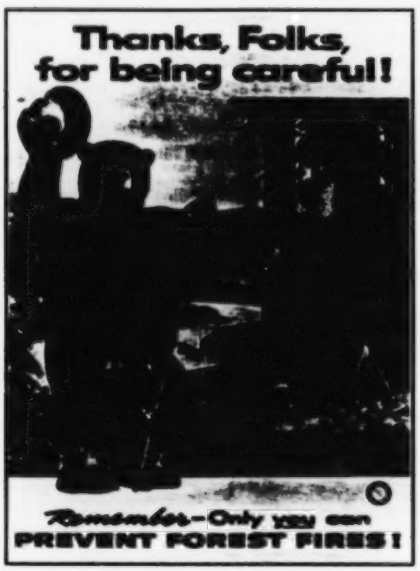
Smokey Bear has been teaching people to be careful with fire for half a century, but the idea of preventing carelessly caused fires came even before Smokey's time. With the advent of World War II, Americans feared that enemy attack or sabotage could destroy our forest resources at a time when there was a great need for wood products.

1944

As a result of this concern, the USDA Forest Service organized the Cooperative Forest Fire Prevention (CFFP) Program in 1942, to encourage citizens nationwide to make a personal effort to prevent forest fires. To help convey this concept to the public, the Forest Service asked the Wartime Advertising Council and State Foresters for help.

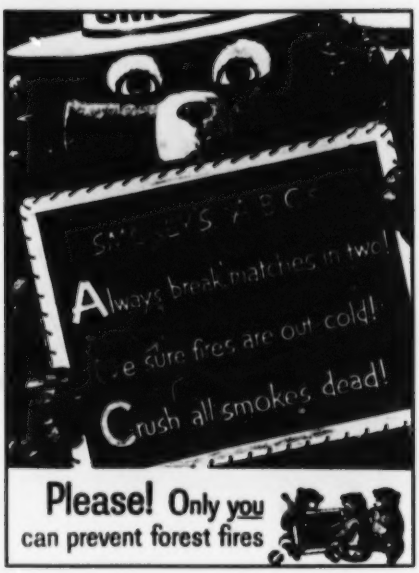
Recognizing that civilians could help protect the timber that was important for battleships, gunstocks, and military packing crates, together they began a campaign asking people to help prevent forest fires.

In 1944, a forest fire prevention poster featuring Walt Disney's Bambi was released. The poster was extremely popular, and its success showed that a forest animal was the best messenger to promote the prevention of carelessly caused forest fires. So, the Forest Service, State Foresters, and the Wartime Advertising Council introduced a bear named "Smokey" as the campaign symbol. On August 9, 1944, Smokey's first poster carried the caption "Smokey says: Care will prevent 9 out of 10 forest fires!" (See poster above.)



1957

1963



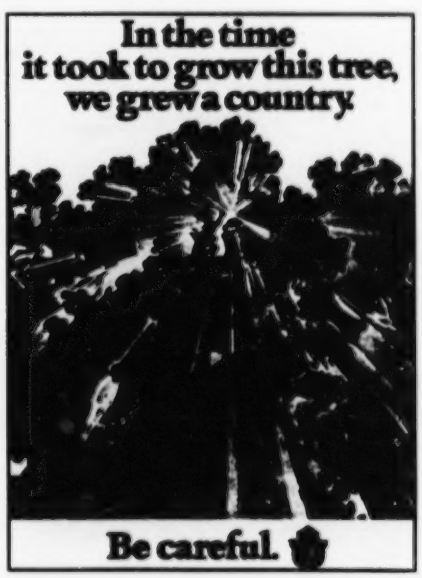
As the campaign grew, Smokey reached out to Americans from roadside billboards, from magazines and newspapers, and from messages broadcast over hundreds of radio stations. After World War II, the Wartime Advertising Council changed its name to The Advertising Council and continued promoting the Smokey Bear campaign. The creative energy behind Smokey's message has been volunteered through the years by the advertising agency Foote, Cone and Belding. Smokey's image may have changed a little over the years, but his popularity continues to grow.

A Live Bear

A significant chapter in Smokey Bear's long history began early in 1950, when a burned cub survived a terrible fire in the Lincoln National Forest near Capitan, New Mexico. With the help of forest rangers, army soldiers, and many others, the little cub was rescued and nursed back to health. He was sent to live at the National Zoo in Washington, D.C., as "a gift to the school children of America." Here he became a living counterpart to the fire prevention symbol seen in posters.

Over the years, thousands of people from around the world visited Smokey at the National Zoo. Soon Smokey acquired a mate, Goldie, and later an adopted son. In 1976 the aged bear died. His remains were returned to New

1976



Mexico and now rest beneath a stone marker in Smokey Bear State Park. For 16 more years the adopted "little Smokey" carried on as a living symbol of forest fire prevention. In 1990, when the second Smokey died, the living symbol was also laid to rest.

Smokey Bear Reaches Out

In 1952, Congress passed the Smokey Bear Act, Public Law 359, which protects the name and image of this famous forest fire prevention symbol. Royalties from the sale of licensed Smokey Bear items are returned to the Forest Service to help forest fire prevention efforts across the country.

Also in 1952, the Junior Forest Ranger Program began. Children who participated received an application along with a Smokey Bear stuffed toy. By 1955, Smokey was receiving so much mail that he was given his own address and ZIP code: Smokey Bear Headquarters, Washington, D.C. 20252.

1982

Smokey Bear Today

For over 50 years, the primary goal of Smokey Bear has been to introduce the forest fire prevention message to young children. They are eager to listen to stories about the bear who tries so hard to help save our forests and wildlands from careless fire. Smokey Bear continues to remind us that "Only YOU can prevent forest fires."

ADDITIONAL RESOURCES

Books for Children

Fire (1988). Edward E. Dauo; Raintree Children's Books, Milwaukee.

Fire! Fire! (1984). Gail Gibbons; Thomas Y. Crowell, New York.

Photographic Essay Book

The Great Yellowstone Fire (1990). Carole G. Vogel and Kathryn A. Goldner; Sierra Club Books/Little, Brown & Co., San Francisco.

Teacher References

Teaching Fire Safety Through Exhibits. U.S. Fire Administration, Federal Emergency Management Agency; P.O. Box 70274, Washington, D.C. 20024.

Sesame Street Fire Safety Materials. U.S. Fire Administration, Federal Emergency Management Agency; P.O. Box 70274, Washington, D.C. 20024.

Firefighters (1979). Anne Feldman; David McKay Co., Inc., New York.

Natural Fire - Its Ecology in Forests (1979). Lawrence Pringle; William Morrow & Co., New York.

Forest Fires: An Introduction to Wildland Fire Behavior, Management, Firefighting and Prevention (textbook/1991). Margaret Fuller; Wiley, New York.

Eastern Forests (Peterson Field Guides) (1988). John C. Krichner and Gordon Morrison; Houghton Mifflin Co., Boston.

Western Forests (Audubon Society Nature Guides Series) (1985). Charles Elliott; Knopf.

Guest Speakers

Smokey Bear (in costume) can visit your classroom with a representative of the USDA Forest Service. Contact the nearest Forest Service office. Look for a listing in the government section of the phone book under United States Department of Agriculture.

A State Forester can also speak to your group about forest fire prevention. A representative from a State department of natural resources may be able to talk to your children about forest habitats. Contact your State departments of agriculture, forestry, or natural resources.

Colleges and universities with departments of forestry, biology, or environmental science may have instructors or graduate students who would enjoy speaking to your class about your local forest habitats.

Field Trips

A visit to a local park, forest, or nature center will give children a chance to explore a forest habitat and encourage them to care about protecting forests from careless fire.

USDA policy prohibits discrimination based on race, color, national origin, sex, age, religion, or handicapping condition. Any person who believes that he or she has been discriminated against in any USDA-related activity should immediately contact the Secretary of Agriculture, Washington, D.C. 20250.

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